

In Support of HB 6422

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In light of emerging 21st Century technology, a key question facing those responsible for providing direction and support for educating children is: How do we engage every student – from the most accomplished and prepared to the one who struggles – in work that everyone – parents, community members, teachers and, most important, the students themselves – believes is meaningful, challenging, and worthwhile?

Implicit in this question is the reality that the current system of educating students, which was designed for another age and another purpose, focuses on earning a high school diploma through the accumulation of credits, rather than on the depth of students' understanding and knowledge and their skill in using that depth and knowledge.

In order to engage students deeply in work that they consider meaningful and worthwhile, schools and school districts have to provide students with opportunities to demonstrate mastery of challenging standards that will enable them to live ethical, contributing lives and that will enhance their college and career readiness.

For this to happen we must change the role of the students in their education. We must do this by establishing a collaborative relationship between students and teachers and among students themselves that will result in the following:

- Students will have a reasonable amount of choice about the work they do.
- Students and the community will see the work they do as important.
- Students will be required to achieve mastery in the work they do.

The relevant section of HB 6624 allows school districts to award credit based on the mastery of standards, is a critical step in that direction.